

The Social Studies

INDEX TO VOLUME 100

Articles

- Boyle-Baise, Lynne and Jesse Goodman. The influence of Harold O. Rugg: Conceptual and pedagogical considerations. 1, 31–40.
- Burstein, Joyce H. Do as I say and do as I do: Using the professor-in-residence model in teaching social studies methods. 3, 121–128.
- Camicia, Steven P. Identifying soft democratic education: Uncovering the range of civic and cultural choices in instructional materials. 3, 136–142.
- Carano, Kenneth T. Passport to cultural enrichment: The Peace Corps world wise schools experience. 4, 187–192.
- Considine, David M. From Gutenberg to Gates: Media matters. 2, 63–74.
- Contreras, Gloria and Marion J. Rice. Education reform and decentralization in Mexico and the creation of *Educación Cívica* in the state of Jalisco. 4, 177–186.
- Crocco, Margaret S., Nadia Pervez, Meredith Katz. At the crossroads of the world: Women of the Middle East. 3, 107–114.

- Field, Sherry L., Michelle Bauml, Karon Lecompte, and Janet Alleman. Mexico, our closest neighbor: Three elementary teachers' perspectives. 6, 251–259.
- Fry, Sara Winstead. Exploring social studies through multicultural literature: *Legend of the St Ann's Flood*. 2, 85–92.
- Gallavan, Nancy P., and Ellen Kottler. Constructing rubrics and assessing progress collaboratively with social studies students. 4, 154–159.
- Gandy, S. Kay, Judy Pierce, and Alicia Brooke Smith. Collaboration with community partners: Engaging teacher candidates. 1, 41–45.
- Halvorsen, Anne-Lise. Back to the future: The expanding communities curriculum in geography education. 3, 115–120.
- Ho, Li-Ching. Global multicultural citizenship education: A Singapore experience. 6, 285–293.
- Journell, Wayne. Setting out the (un) welcome mat: A portrayal of immigration in state standards for American history. 4, 160–168.
- Keels, Oliver M. In the beginning—Albert McKinley and the founding of *The Social Studies*. 1, 6–13.
- Krebs, Marjori, M. The Korean War: A role play to remember. 6, 273–278.
- Lin, Lin, Yali Zhao, Masato Ogawa, John Hoge, and Bok Young Kim. Whose history? An analysis of the Korean War in history textbooks from the United States, South Korea, Japan, and China. 5, 222–232.
- Lucas, Ashley G. Teaching about human rights in the elementary classroom using the book *A Life Like Mine: How Children Live around the World*. 2, 79–84.
- Lucey, Thomas A., and James D. Laney. This land was made for you and me: Teaching the concept of social justice in the elementary and middle school grades. 6, 260–272.
- Marcus, Alan S., and Jeremy D. Stoddard. The inconvenient truth about teaching history with documentary film: Strategies for presenting multiple perspectives and teaching controversial issues. 6, 279–284.
- Marks, Melanie, and Gemma Kotula. Using the circular flow of income model to teach economics in the middle school classroom. 5, 233–242.

- Marshall, Jill, and Ana Maria Klein. Lessons in social action: Equipping and inspiring students to improve their world. 5, 218–221.
- Martinson, David L. Political advertising: A roadblock in teaching social studies students the importance of truthful political communication to a democratic society. 2, 75–78.
- Misco, Thomas. Teaching the holocaust through case study. 1, 14–22.
- Ohn, J. D., and Rahima Wade. Community service-learning as a group inquiry project: Elementary and middle school civiconnections teachers' practices of integrating historical inquiry in community service-learning. 5, 200–211.
- Pass, Susan. Teaching respect for diversity: The Oglala Lakota. 5, 212–217.
- Pass, Susan and Wendy Willingham. Teaching ethics to high school students. 1, 23–30
- Passe, Jeff and Lara Willox. Teaching religion in America's public schools: A necessary disruption. 3, 102–106.
- Ponder, Jennifer and Genell Lewis-Ferrell. The butterfly effect: The impact of citizenship education. 3, 129–135.
- Scarlett, Michael H. Imagining a world beyond genocide: Teaching about transitional justice. 4, 169–176.
- Waring, Scott M. Using online auctions to invigorate the social studies curriculum. 2, 93–96.
- Zarnowski, Myra. The thought experiment: An imaginative way into civic literacy. 2, 55–62.
- ### Book Reviews
- Casey, Cort. Book review of *Civil War Films for Teachers and Historians*. 5, 243.
- Lawson, Cody Long. Book review of *Social Studies and the Internet*. 3, 143.
- Pahl, Ronald H. Book review of Magellan: *A Twenty-First-Century Bibliography*. 1, 46–48.
- ### Editors' Notes
- Banaszak, Ronald A. Editor's note. 2, 51.
- Banaszak, Ronald A. Editor's note. 5, 193–194.
- Contreras, Gloria. Editor's note. 4, 146–147.
- Contreras, Gloria. Editor's note. 6, 245.
- Pahl, Ronald H. Introduction to the 100th anniversary volume Year. 1, 3.
- Pahl, Ronald H. The hottest social studies technology in 1910? The blackboard. 3, 99.
- ### Reprints
- Berman, David M. "Never Forget the Sacrifice": A visit to Chu Van An high school in Hanoi, Vietnam. 4, 148–153. Reprinted article from 86 (1).
- Evans, Eldon C. History in the secondary school: The use of the blackboard in the teaching of history. 3, 100–101. Reprinted article from 2 (5).
- Massialas, Byron G. The "new social studies"—Retrospect and prospect. 6, 246–250. Reprinted article from May/June 1992.
- Proposals of the committee of eight: A restatement by James Alton James, of Northwestern University, Chairman of the Committee. 1, 4–6. Reprinted article from November, 1909.
- Rothstein, Arnold M. Making history inevitable. 2, 52–54. Reprinted article from 55 (6).
- Shermis, S. Samuel World War I—Catalyst for the creation of the social studies. 5, 195–199. Reprinted article from 55 (6).

